

Rosemary Middle

12804 County Line Road
Andrews, South Carolina 29510

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 640 Students | |
| Principal | Barbara S. Nesmith | 843-264-9780 |
| Superintendent | Dr. H. Randall Dozier | 843-436-7000 |
| Board Chair | Mr. Joe M. Crosby | 843-436-7000 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 4 | 28 | 9 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Average | Average | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Below Average | No |
| 2005 | Below Average | Unsatisfactory | No |

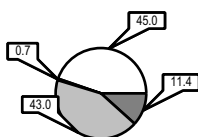
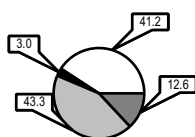
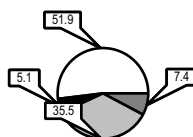
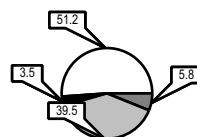
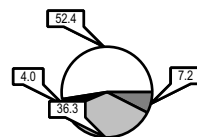
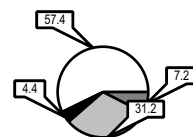
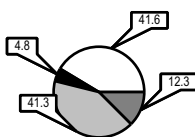
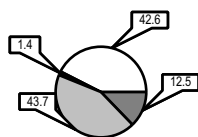
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 642 | 99.5 | 44.7 | 43.2 | 11.5 | 0.7 | 18.3 | No | Yes |
| Gender | | | | | | | | | |
| Male | 320 | 99.7 | 52.5 | 40.9 | 5.9 | 0.7 | 12.2 | | |
| Female | 322 | 99.4 | 36.8 | 45.5 | 17.1 | 0.7 | 24.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 278 | 98.9 | 30.4 | 49.4 | 19.4 | 0.8 | 28.9 | No | Yes |
| African American | 352 | 100.0 | 54.7 | 39.1 | 5.6 | 0.6 | 10.0 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 11 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 549 | 99.6 | 43.4 | 43.8 | 12.0 | 0.8 | 20.0 | | |
| Disabled | 93 | 98.9 | 52.3 | 39.5 | 8.1 | 0.0 | 8.1 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 642 | 99.5 | 44.7 | 43.2 | 11.5 | 0.7 | 18.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 10 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 632 | 99.5 | 44.2 | 43.5 | 11.6 | 0.7 | 18.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 501 | 99.6 | 48.3 | 42.5 | 8.8 | 0.4 | 13.7 | No | Yes |
| Full-pay meals | 141 | 99.3 | 32.4 | 45.6 | 20.6 | 1.5 | 33.8 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 642 | 99.5 | 40.9 | 43.5 | 12.6 | 3.0 | 25.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 320 | 99.7 | 44.6 | 42.2 | 10.6 | 2.6 | 21.8 | | |
| Female | 322 | 99.4 | 37.1 | 44.8 | 14.7 | 3.3 | 29.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 277 | 98.9 | 31.7 | 44.4 | 18.3 | 5.6 | 34.9 | No | Yes |
| African American | 353 | 100.0 | 47.5 | 42.8 | 8.8 | 0.9 | 18.8 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 11 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 549 | 99.6 | 36.0 | 46.1 | 14.3 | 3.5 | 29.3 | | |
| Disabled | 93 | 98.9 | 69.8 | 27.9 | 2.3 | 0.0 | 3.5 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 642 | 99.5 | 40.9 | 43.5 | 12.6 | 3.0 | 25.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 10 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 632 | 99.5 | 40.7 | 43.7 | 12.8 | 2.9 | 25.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 501 | 99.6 | 42.7 | 45.1 | 10.7 | 1.5 | 22.1 | No | Yes |
| Full-pay meals | 141 | 99.3 | 34.6 | 38.2 | 19.1 | 8.1 | 37.5 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 643 | 99.2 | 51.7 | 35.7 | 7.5 | 5.1 | 12.6 |
| Gender | | | | | | | |
| Male | 321 | 99.4 | 51.2 | 37.0 | 7.6 | 4.3 | 11.9 |
| Female | 322 | 99.1 | 52.2 | 34.4 | 7.4 | 6.0 | 13.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 278 | 98.6 | 37.7 | 40.9 | 12.7 | 8.7 | 21.4 |
| African American | 353 | 100.0 | 61.9 | 32.0 | 3.5 | 2.6 | 6.2 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 11 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 549 | 99.3 | 45.4 | 39.8 | 8.7 | 6.0 | 14.8 |
| Disabled | 94 | 98.9 | 88.5 | 11.5 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 643 | 99.2 | 51.7 | 35.7 | 7.5 | 5.1 | 12.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 10 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 633 | 99.2 | 51.4 | 36.0 | 7.4 | 5.2 | 12.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 502 | 99.4 | 57.1 | 33.3 | 6.0 | 3.6 | 9.7 |
| Full-pay meals | 141 | 98.6 | 33.1 | 44.1 | 12.5 | 10.3 | 22.8 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|-----|-----|------|
| Social Studies | | | | | | | |
| All Students | 643 | 99.1 | 50.9 | 39.8 | 5.8 | 3.5 | 9.3 |
| Gender | | | | | | | |
| Male | 321 | 99.1 | 52.3 | 37.7 | 6.3 | 3.6 | 9.9 |
| Female | 322 | 99.1 | 49.5 | 41.8 | 5.4 | 3.3 | 8.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 278 | 97.8 | 38.6 | 45.8 | 8.8 | 6.8 | 15.5 |
| African American | 353 | 100.0 | 60.4 | 34.9 | 3.8 | 0.9 | 4.7 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 11 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 549 | 99.1 | 45.7 | 43.6 | 6.6 | 4.1 | 10.7 |
| Disabled | 94 | 98.9 | 81.6 | 17.2 | 1.1 | 0.0 | 1.1 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 643 | 99.1 | 50.9 | 39.8 | 5.8 | 3.5 | 9.3 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 10 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 633 | 99.1 | 51.0 | 39.6 | 5.9 | 3.5 | 9.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 502 | 99.4 | 55.6 | 37.3 | 4.7 | 2.4 | 7.1 |
| Full-pay meals | 141 | 97.9 | 34.8 | 48.1 | 9.6 | 7.4 | 17.0 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 196 | 100.0 | 62.1 | 32.8 | 5.1 | N/A | 5.1 |
| | 7 | 240 | 99.6 | 34.6 | 55.6 | 9.8 | N/A | 9.8 |
| | 8 | 179 | 99.4 | 35.0 | 52.0 | 10.7 | 2.3 | 13.0 |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 188 | 99.5 | 47.7 | 33.1 | 18.0 | 1.2 | 19.2 |
| | 7 | 205 | 99.5 | 51.3 | 42.6 | 5.6 | 0.5 | 6.2 |
| | 8 | 249 | 99.6 | 37.1 | 50.9 | 11.6 | 0.4 | 12.1 |
| Mathematics | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 196 | 99.5 | 35.6 | 45.9 | 13.9 | 4.6 | 18.6 |
| | 7 | 240 | 100.0 | 39.1 | 44.7 | 11.5 | 4.7 | 16.2 |
| | 8 | 179 | 98.9 | 38.6 | 51.1 | 9.1 | 1.1 | 10.2 |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 188 | 99.5 | 25.0 | 43.6 | 25.6 | 5.8 | 31.4 |
| | 7 | 205 | 99.5 | 45.6 | 45.1 | 6.2 | 3.1 | 9.2 |
| | 8 | 249 | 99.6 | 48.3 | 42.2 | 8.6 | 0.9 | 9.5 |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 188 | 98.9 | 49.1 | 25.7 | 15.8 | 9.4 | 25.1 |
| | 7 | 205 | 99.0 | 59.5 | 35.9 | 2.1 | 2.6 | 4.6 |
| | 8 | 250 | 99.6 | 46.4 | 43.3 | 6.0 | 4.3 | 10.3 |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 188 | 98.9 | 39.2 | 45.6 | 8.8 | 6.4 | 15.2 |
| | 7 | 205 | 99.0 | 59.0 | 34.9 | 3.1 | 3.1 | 6.2 |
| | 8 | 250 | 99.2 | 52.6 | 39.7 | 6.0 | 1.7 | 7.8 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|------------------------|------------------------------|---|-----------------------------|
| Students (n= 640) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 9.5% | Up from 6.7% | 9.8% | 15.5% |
| Retention rate | 2.1% | Down from 4.5% | 3.8% | 3.0% |
| Attendance rate | 95.6% | Up from 95.1% | 95.4% | 95.8% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 12.9% | Down from 13.4% | 7.4% | 4.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 10.3% | Down from 10.5% | 6.8% | 4.6% |
| Eligible for gifted and talented | 12.7% | Up from 9.8% | 9.9% | 15.3% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 14.2% | Down from 14.6% | 15.1% | 13.6% |
| Older than usual for grade | 8.8% | Up from 7.6% | 7.0% | 4.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 2.8% | Up from 2.2% | 1.5% | 0.8% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 38) | | | | |
| Teachers with advanced degrees | 57.9% | Up from 48.7% | 51.8% | 51.8% |
| Continuing contract teachers | 84.2% | Up from 71.8% | 70.3% | 78.1% |
| Highly qualified teachers | 91.4% | Up from 90.0% | 89.2% | 89.6% |
| Teachers with emergency or provisional certificates | 6.3% | Down from 16.1% | 8.8% | 6.0% |
| Teachers returning from previous year | 84.5% | Up from 83.2% | 80.0% | 85.4% |
| Teacher attendance rate | 92.3% | Down from 92.5% | 94.4% | 94.9% |
| Average teacher salary | \$42,871 | Up 1.7% | \$40,357 | \$41,328 |
| Prof. development days/teacher | 10.2 days | Up from 8.3 days | 11.7 days | 11.5 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 19.6 to 1 | Down from 20.7 to 1 | 19.6 to 1 | 21.3 to 1 |
| Prime instructional time | 86.9% | Up from 86.6% | 87.9% | 89.3% |
| Dollars spent per pupil* | \$6,350 | Up 0.5% | \$6,757 | \$6,022 |
| Percent of expenditures for teacher salaries* | 53.6% | Down from 57.9% | 60.3% | 61.7% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.1% | Down from 99.4% | 97.6% | 96.1% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | Up from Average | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 95.0% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 95.3% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rosemary Middle School celebrated many success both academically and through extracurricular activities with the help of our parents, students, and community members. Our PTSA (Parent, Teacher, Student, Association), SIC (School Improvement Council), and HPP (High Performance Partnership) business partners were instrumental in supporting students and staff success at RMS. We worked extremely hard to ensure that students received numerous opportunities to achieve and to excel.

Our faculty and staff focused on improving student learning and achievement as we engaged our students in quality learning activities through standards-based and differentiated instruction, data driven decision-making, and student motivation. Such emphasis enhanced our efforts to close the achievement gap, promote success for all students, and to actively involve parents and the community in the education of students.

Our students continue to improve in their academic performance as measured by the Palmetto Achievement Challenge Test. Our participation in Measures of Academic Progress (MAP), a diagnostic tool, revealed important gains throughout the year.

We made a commitment to raising student learning and achievement through sound instructional practices, engaging and enriching activities, integration of technology, improving parental/teacher communication, and improving the level of parental and community involvement.

As principal of Rosemary Middle School, I am proud of the numerous accomplishments of our students and the efforts of the Rosemary Middle family. It is my continued hope that through our cooperative partnership, the school, parents, and community continue to ensure success of all of our students.

Barbara S. Nesmith, Principal
Ramona McCullough, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 33 | 216 | 56 |
| Percent satisfied with learning environment | 57.6% | 62.0% | 81.5% |
| Percent satisfied with social and physical environment | 75.0% | 66.8% | 57.4% |
| Percent satisfied with school-home relations | 39.4% | 76.8% | 60.4% |

*Only students at the highest middle school grade level at this school and their parents were included.